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ABSTRACT

This volume contains lesson plans for grades 4 through 8 on the contributions of Blacks, Latinos, and First Americans and on prejudice and racism. The lesson plans are presented within the framework of main ideas, activities for the ideas, and resources for the activities. The section on racism includes definitions and examples of racism. The section on Blacks, First Americans and Latinos are developed in a chronological manner. The Black section deals with the Pre-Columbian Period, Exploration and Colonization, Developing Another Nation, and Struggle for Identity and Equality. First American topics are Pre-Columbian, Columbian Period, Developing Another Nation 1775, Western Imperialization, and Struggle for Identity and Equality. The Latino materials include General Background Information, Mexican Indian Cultures of the Pre-Columbian Period, It is suggested that the handbook be used as a reference upon which the teacher can build. (Author/AM)

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MULTI ETHNIC HANDBOOK

Volume 1

Later Elementary and Middle School

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
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Lesson Plans For Teaching
Concepts Dealing With Racism Contributions
of Blacks, Latinos, Native Americans

Prepared by the Division of Minority Affairs
Michigan Education Association
1973

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FOREWORD

Volume I of the Minority Affairs Multi-Ethnic Handbook for grades 4-8 consists of lesson plans for including in the school curriculum contributions of Blacks, Latinos and First Americans. It also contains lesson plans on prejudice and racism. This document has been developed in a chronological manner to help teachers utilize historical periods in presenting the material. The Minority Affairs Division Multi-Ethnic Handbook provides teachers an opportunity to bring cultural pluralism into the classroom in an easy but effective manner.

Educators should not perceive the Handbook as a panacea for teaching about minority groups; but it should be used as a reference upon which the teacher can build through further research preparation and a personal commitment to multi-ethnic learning.

Feedback relative to the effectiveness of the handbook will be appreciated.

ACKNOWLEDGMENT

The Minority Affairs Division Staff is most appreciative for the assistance of the M.A.D. secretaries Ms. Charlene Haag and Ms. Lynn McNamara and the Composing Center staff Ms. Erma Flinoil and Ms. Sophie A. Musci in the development of this Handbook.

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DEFINITIONS OF RACISM

PREJUDICE:

"Unfavorable opinion or feeling formed beforehand without knowledge, thought or reason."
--from RANDOM HOUSE DICTIONARY. 1967

RACISM:

"Any attitude, action or institutional structure which subordinates a person or group because of their color ... Racism is not just a matter of attitudes: actions and institutional structures can also be a form of racism."
--from RACISM IN AMERICA AND HOW TO COMBAT IT, U.S. Commission on Civil Rights. 1970

"Racism is different from racial prejudice, hatred, or discrimination. Racism involves having the power to carry out systematic discriminatory practices through the major institutions of our society."
--from WHAT CURRICULUM LEADERS CAN DO ABOUT RACISM, by Dr. Delmo Della-Dora, New Detroit, Inc. 1970

WHITE RACISM:

"Racism and white racism mean the same thing, if we are referring to practices of major institutions and dominant societal patterns in the United States today...White people are in the majority in the country...Thus, government, business, industry, unions, churches, educational and other institutions are almost always dominated by white people. When you combine power with racial discrimination,

(cont'd.)
WHITE
RACISM:

the result is racism."
--from WHAT CURRICULUM LEADERS CAN DO ABOUT RACISM

INSTITUTIONS:

"Are fairly stable social arrangements and practices through which collective actions are taken." (Examples of institutions are government, business, unions, schools, churches, courts and police.)
--from INSTITUTIONAL RACISM IN AMERICA, edited by L. Knowles & K. Prewitt, Prentice-Hall, 1969

INSTITUTIONAL
RACISM:

"Institutions have great power to reward and penalize. They reward by providing career opportunities for some people and foreclosing them for others. They reward as well by the way social goods are distributed -- by deciding who receives training and skills, medical care, formal education, political influence, moral support and self-respect, productive employment, fair treatment by the law, decent housing, self-confidence and the promise of a secure future for self and children."

"One of the clearest indicators of institutional racism is the exclusion of black members of society from positions of control and leadership."
--from INSTITUTIONAL RACISM IN AMERICA

"Some of the most conspicuous examples of (institutional racism) are in housing patterns; segregated schools; discriminatory employment and promotion policies; segregated churches; white control of newspapers, radio and TV; routes selected for construction of expressways or freeways; and textbooks which ignore or distort the role of black people."
--from WHAT CURRICULUM LEADERS CAN DO ABOUT RACISM

(cont'd)

INDIVIDUAL VS. INSTITUTIONAL RACISM:

"Racism is both overt and covert. It takes two, closely related forms: individual whites acting against individual blacks, and acts by the total white community against the black community. We call these individual racism and instituional racism. The first consists of overt acts by individuals, which cause death, injury or the violent destruction of property. This type can be recorded by television cameras; it can frequently be observed in the process of commission. The second type is less overt, far more subtle, less identifiable in terms of specific individuals committing the acts. But it is no less destructive of human life. The second type originates in the operation of established and respected forces in the society, and thus receives far less public condemnation than the first.

"When white terrorists bomb a black church and kill five black children, that is an act of individual racism, widely deplored by most segments of society. But when in that same city -- Birmingham, Alabama -- five hundred black babies die each year because of the lack of proper food, clothing, shelter and proper medical facilities, and thousands more are destroyed or maimed physically, emotionally, and intellectually because of conditions of poverty and discrimination in the black community, that is a function of institutional racism."
--from BLACK POWER, by S. Carmichael & C. Hamilton, Vintage. 1967

HISTORY OF RACISM

"Representatives and direct taxes shall be apportioned among the several states...according to their respective numbers which shall be determined by adding the whole number of free persons...three-fifths of all other persons (slaves)...and excluding Indians not taxed."
--U.S. Constitution approved 1778

This is the "3/5 clause" (Article 1-Section 2) which defined the Black slave as property and equal to three-fifths of a man. Despite the assertion of the Declaration of Independence that "all men are created equal."

(cont'd.)

HISTORY OF RACISM

the Constitution denied the slave his human rights. His Indian brother was written out of the Constitution, too. This clause legalized institutional racism for almost 100 years, until the 13th, 14th, and 15th amendments to the Constitution defined the Black man as an equal.

RACIST SOCIETY

"Is one in which social policies, procedures, decisions, habits and acts do in fact subjugate a race of people and permit another race to maintain control over them...Racism may be expressed as an individual act or as an institutional practice."

"No society will distribute social benefits in a perfectly equitable way. But no society need use race as a criterion to determine who will be rewarded and who punished. Any nation which permits race to affect those who benefit from social policies is racist."
--from INSTITUTIONAL RACISM IN AMERICA

EXAMPLES OF RACISM

Identify these examples of individual or institutional racism and discuss their effects on minorities.

1. Louisiana state representative Archie Davis recently opposed proposals to eliminate racial labels on blood plasma in his state's hospitals, saying: "I would see my family die and go to eternity before I would see them have one drop of nigger blood in them." This was an act of _____ racism.

2. Dr. Charles Drew, Black surgeon who perfected the modern blood bank system, bled to death after an automobile accident in 1950 when he was turned away from a "white only" hospital in the South. This was an act of _____ racism.

(cont'd.)

EXAMPLES OF RACISM

3. A store clerk suspects that Black children in his store want to steal candy but that white children want to buy candy. He treats the Black children as probable delinquents and the white children as probable customers. Is this a deliberate or unconscious act of _____ racism?

4. A suburban community passes a zoning law prohibiting low-cost multiple dwelling housing. Its official reason is to prevent overcrowding, but the effect is to prevent minorities from moving to areas where industry is expanding and jobs are available. Does the community's action perpetuate institutional racism in housing, employment and education?

ASSIGNMENT

Cite instances of individual and institutional racism--both overt and hidden--that you have experienced or observed in your community. What can be done to eliminate all forms of racism?

"UNFAMILIAR QUOTATIONS"

"Concerning the killing of...Indians, where blood is once begun to be shed, it is seldom stanched off a long time after."
--John Robinson, Spiritual leader of the Pilgrims, 1623

This was the Pilgrim leader's warning when he learned that Miles Standish and a half-dozen men from the Plymouth Colony lured some of the local Indians into their stockade and murdered two chiefs, hung another and shot or hacked to death three more. No white man had been attacked by any Indian. The alleged reason for the massacre was a plot suspected against the Plymouth settlement. It is a plot whose existence is claimed only by the testimony of those who committed the murders. They called it a preventive action, and historians have defined it that way rather than as an early act of individual and savage racism.

SOME THOUGHT-PROVOKING, MOCK-HUMOROUS DEFINITIONS*

"Basically Black folks in America do not hate white folks. We hate this stinking white racist system with its stinking white racist institutions, not you. The United States Constitution that gives man freedom of expression gives you a right to hate me. Individual racism we're not worried about. It's this damn institutionalized racism that's choking us to death. Here's what Black folks is talking about today: a white racist system that keeps me locked in a Black ghetto all my life so I've got to develop a different culture to survive with the rats and the roaches. And when I break out and come to your institutions, you ask me the wrong tests. You don't ask me about the ghetto. You ask me about the Eiffel Tower."
--Dick Gregory, THE LIGHT SIDE: THE DARK SIDE, Poppy Industries album. 1969

BLACK IS .....being told you must "earn" the rights that the U.S. Constitution guarantees to all Americans.

BLACK IS .....going to court to be judged by a jury of your peers and finding that all your peers look bleached.

INDIAN IS .....watching John Wayne defeat 50 "savage redskins" with a single-shot pistol on the late, late show.

INDIAN IS .....learning in school that your country was "discovered" by Christopher Columbus.

CHICANO IS .....learning in school that the pioneers "settled" the West 200 years after your ancestors were living there.

PUERTO RICAN IS.wondering why white tourists get brown on your island's beaches while you get pale in a mainland ghetto.

A RACIST, SOUTHERN STYLE, is someone who allows Blacks to live close as long as they don't get "uppity."

(con'td.)

A RACIST, NORTHERN STYLE, is someone who allows Blacks to get "uppity" as long as they don't live close.

ASSIGNMENT

1--Find the accusations implicit in each of the above "definitions." What kinds of racism are being ridiculed?

2--Make up your own definitions of racism beginning with:
BLACK IS..... WHITE IS.....

*Definitions collected from minority sources. For additional definitions see: BLACK IS, by Turner Brown, Jr., 1969; WHITE IS, Preston Wilcox, Editor, 1970. Grove Press.

MAIN IDEA	ACTIVITIES	RESOURCES
To help students understand and have a feeling for what institutional racism is, and how it feels to be a victim of racism	1. Teacher divide class into 2 groups. One group of children with blond hair, other group of students with brown, black or red hair. (could be blue-eyes and brown eyes). Tell students that only those children with blond hair may have recess because they are the better people. Teacher can think of variety of privileges to give to one group drink of water, get out of seat, answer questions, etc. Activity could last ½ day to one full day depending upon the group. It is most important to discuss afterwards what feelings students in both groups had during the above activity. Draw relationships between how students felt and how minorities have been victims of institutionalized racism. 2. Investigate to find out if they know of groups or persons who have been victims of racism. Have students do research to see if they can find evidence of discriminatory laws, policies, or practices in schoolroom, school, or government.	Eye of the Storm (Film) - Institutional Racism fact Sheet. Foundation for Change.

RACE

MAIN IDEA	ACTIVITIES	RESOURCES
Race refers to a method of classifying man.	Have children look up the meaning of race in dictionary. Have students make a bulletin board display of a racial tree representing all races. Discuss the following: All men are created equal. a. Does it mean all are born with same intelligence? b. should have same opportunity to get a job, education etc.? c. have equal treatment by the laws?	Several magazines: Ebony, Nat'l Geographic, Essence as well as other popular magazines. Filmstrip: Exploding the Myths of Prejudice Film: Boundary Lines, Color of Man

RACE

MAIN IDEA	ACTIVITIES	RESOURCES
To introduce children to the concept of race or "ethnic" group.	1. Show film & filstrips of a variety of ethnic groups. 2. Have children make representations of themselves and other ethnic groups Encourage children to use realism in drawing hair and skin color. Encourage children to use a variety of art media. 3. Using pictures, posters, films, books, etc. Read stories and show pictures of a number of persons of all ethnic groups and their families. Emphasize the fact that all people are important and have made great contributions to America.	Filmstrip: People are Like Rainbows Filmstrip: Getting to Know Me Filmstrip: Children of the Inner City Paint, paper of many kinds of colors, chalk, scissors, paint brushes, crayons, clay or other material teacher may have on hand. Famous American Indian Chiefs: Read and Color. American Red Cross Youth News. The First Americans, Washington Nov. 72 issue Hitte, Kathryn, Mexicali Soup. Parents Magazine Press. Weiner, Sandra, Small Hands, Big Hands Pantheon Books Bontemps, Arna, Famous Negro Athletes. Dodd Bertol, Roland, Charles Drew, Crowell Co.

I. Prejudice

MAIN IDEA	ACTIVITIES	RESOURCES
Prejudice has many faces.	Ask students to list prejudices that they are aware of. Ask students to respond to these questions. 1. Could making fun of someone who is different be a form of prejudice? 2. Should girls be allowed the same opportunities as boys? 3. Would you choose a person for a friend who is of another race than you? 4. Should children who are mentally retarded be allowed to go to your school?	Film. Doss, Helen G., Family Nobody Wanted Bein, Gerrold, Swimming Hole ----------One Hundred Dresses Feminist Press, Little Miss Muffet Fights Back

MAIN IDEA	ACTIVITIES	RESOURCES
Ostracism	Discuss or write about - "How would you feel if": ..no one wanted to play with you? ..someone called you a name? ..someone made unkind remarks about a member of your family? Use these topics as story starters "How I felt when": I felt left out when... Others like (dislike) me because... Things I don't like about people are... I'd like to move because...	Grambs, Jean Dresden, Intergroup Education Open-ended stories: "Eeny-Meeney-Mo" "Seed of Distrust" "But Names Will Never Hurt Me" Film: Island of the Blue Dolphin 7405 (Grades 4-6) Keats, J. Snowy Day Krumgold, Joseph And Now Miguel Burden, Shirley I Wonder Why Anglund, J.W. What Color is Love? Shotwell, Louisa Roosevelt Grady Daniels, Roger The Politics of Prejudice Hosokawa, Bill Nisei, The Quiet American, The Story of People Leather, Noel In-America Series
History of Minorities: The Japanese as an example of the extent to which prejudices can breed extreme hatred 1. Japanese immigration to U.S. 2. The Internment years and their effects	Independent activity could be set up for familiarization with names and events in history of minorities. One set of 3x5 cards, print dates, important events, and other clues. On another set of cards, names only. Correctly matched cards have corresponding numbers on the back. Dramatize an event from the history of a minority; e.g., a slave sale, the internment of Nisei, and the coming of the Padres.	

BLACK MATERIALS

I. Pre-Columbian Period

II. Exploration and Colonization

III. Developing Another Nation

IV. Struggle for Identity and Equality

I. Pre Columbian Period

A. Africa (The Black Mother Land) -- A Continent

"What is Africa to me:
Copper sun or scarlet sea,
Jungle star or jungle track,
Strong bronzed men, or regal black
Women from whose loins I sprang
When the birds of Eden sang?" Countee Cullen

MAIN IDEA	ACTIVITIES	RESOURCES
Africa is not a country, it is a continent. (Emphasize the inclusion of the Arab countries as a part of the continent of Africa. Historians have tended to omit the declaration of this fact.)	1. Show students pictures of Africa and the United States. 2. Raise the following questions: a. What is the difference between a country and continent? b. Which is the United States? c. Which is Africa? 3. Outline Ethiopia on the map of Africa. Ask students whether this is a continent or country. 4. Outline Michigan on the map of the United States. Ask what it is. 5. Draw and explain this design: Cities -> States -> Countries -> Continent. 6. Have students work in small groups labeling the countries on the continent of Africa. (You might want to have them color their maps as well). Note: The teacher should have completed models for each activity.	1. Recent maps of the continent of Africa 2. Drum and Spear Press, Children of Africa, Drum and Spear, 1971.

I. Pre Columbian Period

B. Africa - Mother of Black Heritage

1. West African Kingdoms

MAIN IDEA	ACTIVITIES	RESOURCES
The Black People in America have a vast and wealthy heritage. Long before 1142 when the Portuguese brought the first Africans to Europe sections of the continent of Africa had highly organized states and kingdoms. The West African Kingdoms were: 1. Ghana 2. Mali (melle) 3. Songhai (songhay)	1. Illustrate where the ancient Kingdoms of Ghana, Mali, and Songhai are located on the map of the continent of Africa. 2. Illustrate what present day countries are located in the same geographical areas. 3. Have the students draw as a class project a map of present day Africa and color code the ancient kingdoms as well as list their outstanding points: A. Ghana 1. In existence in the 700's A.D. 2. Strongest leader was Tenkamenin 3. People had various means of making a living: a. farming b. herding (sheep & cattle) c. Trading in gold, ivory and rubber	TEACHER 1. Maps of the continent of Africa 2. Franklin, John Hope, From Slavery to Freedom, Alfred A. Knopf Inc. 1961 3. Morsbach, Mabel, The Negro in American Life, Harcourt, Brace & World, Inc. N.Y. 1967 4. Woodson, Carter G., The Negro in Our History, The Associated Publishers, Inc. 1938. STUDENT 1. Johnson, Christine, A B C's African History, Vantage Press, 1971

I. Pre Columbian Period
B. Africa - Mother of Black Heritage
1. West African Kingdoms

MAIN IDEA	ACTIVITIES	RESOURCES
	B. Mali 1. Greatest ruler was Mansa Musa 2. Depended mostly on Agriculture 3. Trading in Gold C. Songhai 1. Largest and strongest of ancient Kingdoms 2. Trading in Gold 3. Major city - Timbuktu (the intellectual center) 4. Had a major University- University of Sankare 5. Greatest ruler - Askia Mohammad who began his reign in 1493 one year after Columbus stumbled onto what is now Central America. He established a highly developed banking and governmental administrative system.	

II. Columbian Period (Exploration and Colonization)

MAIN IDEA	ACTIVITIES	RESOURCES
Blacks participated in the European exploration of the Western Hemisphere. They came as freemen, servants, and as slaves. (Some scholars say the African discovered-from a European perspective)-America before the Europeans. Discoveries of shells, potteries, etc. in the Bahamas and Balboa's locating a group of Black people in the Darien district of South America).	1. Define "contribution" for students 2. Have the students identify those European countries involved in exploring the Western Hemisphere. a. Portugal c. England b. Spain d. Holland e. France 3. Explain the "Papal line of Demarcation" (Discuss language spoken in Brazil and why). 4. Have students identify the following Black explorers: a. Alonzo Pietro (Pedro Alonso Nino-Capt. of the "Nina" one of Columbus' ships). b. Nuflo de Olana (exploring with Balboa when that expedition brought European sights on the Pacific Ocean for the first time). c. Estenan or Estenanico (Little Stephen-English translation) led first explorations into the Southwest of the land now known as New Mexico and Arizona.	1. Pictures of Black Explorers from Afram Associates 2. Bennett, Lerone, Before the Mayflower, Johnson Publishing Co., 1966 3. Blocker, Jerry, "Adventures in Negro History", Volume I, L.P. Record, Pepsi Cola Bottling Company 4. Brown, Oscar Jr., "Sin and Soul" L.P. Columbia 5. Hendricks, John, "Evolution of the Blues" L.P. Reocrd, Columbia.

II. Columbian Period (Exploration and Colonization)

MAIN IDEA	ACTIVITIES	RESOURCES
	5. Define "freeman," indentured servant," "slavery," (Pictures could possibly best illustrate difference). 6. Stress the following to your class: A. Slavery in the Western World 1. Started by Spain 2. 1619 - First Blacks brought to colonies 3. 1619-1700: Slavery increased to meet the labor needs of tobacco and rice. 7. Explain the "Triangular Trade System" and the "Middle Passage." A. Have student role play the triangular trading of slave in this sequence: 1. Purchase of slaves from the Ashanti tribe in West Africa by Europeans for trinkets and goods manufactured in England. 2. Voyage of slaves to West Indies where they were traded for molasses and rum.	6. "Black History: Lost, Stolen or Strayed.", Film, CBS News, 1968 (University of Michigan Rental) 7. "Children Without" NEA, Hugh Scott

II. Columbian Period (Exploration and Colonization)

MAIN IDEA	ACTIVITIES	RESOURCES
	3. Ships then returned to England to deliver the molasses and rum and pick up manufactured goods (You might also want to have the students demonstrate the overcrowdedness on the ships - slaves were shackled for the duration of the trip with no toilet facilities. Approximately one out of every eight died.) 8. Illustrate the difference between house slave and field slave. A. House slave 1. Better fed 2. Wore the planter's old clothes 3. Felt affection for the planter 4. Copied speech and manners of planter 5. Some were taught music and how to read 6. Some were taught to be craftsmen, carpenters, brickmakers, coopers, blacksmiths, and butchers B. Field slave	

III. Developing Another Nation

A. Revolutionary War

MAIN IDEA	ACTIVITIES	RESOURCES
Blacks participated as gallant people in the Revolutionary War serving with both the British and Continental armies.	1. Discuss Crispus Attucks as the first patriot to die in 1770 in the Boston Massacre. He was part Native American and part Black. 2. Discuss why Blacks served with both the British and Continental Armies (Both promised freedom to the slaves if they fought with them). 3. Discuss George Washington's opposition to Blacks serving in the Continental Army. (You may also note George Washington's ownership of slaves). 4. Have the students role play the parts of the following Black men in the Revolutionary War: a. Peter Salem (fought in Battle of Bunker Hill) b. Salem Poor (fought in Battle of Bunker Hill) c. Prince Whipple crossed the Delaware River on Christmas Day in 1776 to surprise and defeat the British at Trenton)	1. "Black Soldier". Film, CBS News 1968 (University of Michigan Rental)

III. Developing Another Nation

A. Revolutionary War

MAIN IDEA	ACTIVITIES	RESOURCES
	5. Points to stress a. George Washington and Thomas Jefferson owned slaves and did not free them until they died.	

III. Developing Another Nation

B. The Impact of the Cotton Gin

MAIN IDEA	ACTIVITIES	RESOURCES
The invention of the Cotton Gin made the system of slavery stronger in the United States.	1. Discuss the following: a. Who invented the Cotton Gin (Eli Whitney) b. Purpose of the Cotton Gin. (separate more rapidly the Cotton fiber from the seeds). 2. Bring in cotton samples which still have the seeds. Demonstrate with the students how the slaves separated the seeds with their hands. 3. Discuss why the Cotton Gin invention increased the need for slaves rather than decreased the need. (More cotton could be processed so more slaves were needed to pick more cotton and simply put -- more slaves-- more cotton picked -- more cotton processed -- more cotton sold -- more money made).	1. Pictures of Eli Whitney's Cotton Gin 2. Pictures of present day Cotton Gins 3. Samples of cotton with and without seeds.

III. Developing Another Nation

C. The Abolitionists

MAIN IDEA	ACTIVITIES	RESOURCES
A number of whites in America were devoutly opposed to slavery and vowed to free as many slaves as possible.	1. Discuss the definition of "abolish", "abolition" and "abolitionist" 2. Discuss why some whites would be opposed to slavery while others ...med so supportive. You might mention the Pennsylvania Quakers. 3. Discuss some of the ways the abolitionists carried their convictions. You might want to mention William Lloyd Garrison and his newspaper "The Liberator," John Brown, Frederick Douglass, David Walker and his "Walker's Appeal", Harriet Tubman, the conductor of the Underground railroad, and "Sojourner Truth."	

III. Developing Another Nation

D. Outstanding Black People

MAIN IDEA	ACTIVITIES	RESOURCES
Many Blacks played significant roles (although confronted by great odds) during the Revolutionary War Period.	1. Discuss the following Black People with the students. a. Benjamin Banneker b. Phyllis Wheatley c. Paul Cuffe d. James Derham e. Richard Allen 2. Using the calendar chronicling Black historical events, have the students find the following for each of the persons in activity 1: a. date of birth? b. place of birth? c. their contribution to society? d. whose birth month is the same as one of the outstanding Blacks?	1. Calendar on Black History

III. Developing Another Nation

E. The Dred Scott Case (1857)

MAIN IDEA	ACTIVITIES	RESOURCES
A tragedy. A Black man is legally reduced to a property having no rights.	1. Discuss Dred Scott and his case ultimately heard and decided by the Supreme Court. 2. Discuss the double tragedy: a. The Supreme Court's ruling that Scott was only property b. After the Supreme Court's ruling his master set him free but Scott soon died of pneumonia. 3. Have students to role play the Court scene.	

III. Developing Another Nation

F. The Civil War (1861-1865) and Black Freedom

MAIN IDEA	ACTIVITIES	RESOURCES
Blacks first struggle for freedom was ostensibly won by a War and amendments to the Constitution.	1. Discuss the role of Black volunteers for both the North and South. (Freedom was the issue not who was granting it.) 2. Discuss the Emancipation Proclamation January 1, 1863 and what that meant for slaves in the South as opposed to what that meant for slaves in states not rebelling against the Union. 3. It might be helpful to read aloud the content of the Emancipation Proclamation. 4. Discuss the 13th Amendment, December, 1865.	1. Copies of the Emancipation Proclamation and the 13th Amendment.

IV. Struggle for Identity and Equality

A. Reconstruction Era -- Part I.

MAIN IDEA	ACTIVITIES	RESOURCES
Freedom for Black people took a definite step backwards.	1. Discuss the U.S. Supreme Court Case - Plessy Vs. Ferguson (1896) (You might want to explain "Versus"). 2. Discuss "separate but equal" a. Have students write what they feel "separate" and "equal" means. (You might want to use the example of sisters and brothers living in the same house and having separate bedrooms with one group's furniture and other facilities being better). b. Discuss "Jim Crow" Laws (Separating people because of race which resulted in Blacks having poor schools, poor housing, and poor jobs). c. Have students role play a "Jim Crow" resturant or bus situation. d. Have students recommend remedies to "Jim Crow" or "separate but equal" concept. Time permitting the students might role play their remedies.	

IV. Struggle for Identity and Equality

A. Reconstruction Era -- Part II

MAIN IDEA	ACTIVITIES	RESOURCES
Freedom for the Black people was a bag of empty promises. Because of this, new and sound legislation was necessary.	1. Discuss the following legislative Acts: a. 14th Amendment to the U.S. Constitution b. 15th Amendment to the U.S. Constitution c. Note the relationship between racism and sexism in that only Black men were given the right to vote. (no women could vote until the 19th Amendment was passed). 2. Discuss "Freedom" a. Ask students to write or verbally state what they feel "freedom" means. b. Have student draw a picture of what he feels "freedom" "looks" like. 3. Discuss the "Constitution" a. Ask students to state what they feel a constitution is -- What kind of "parts" does it have? b. Have students work in small groups and draw up a constitution from the basis of their discussion on what "freedom" and "constitution" is. c. Duplicate and share with each student.	1. Copies of the U.S. Constitution. 2. Separate copies of the 13th, 14th and 15th Amendments to the U.S. Constitution.

IV. Struggle For Identity & Equality

B. Blacks in the West

MAIN IDEA	ACTIVITIES	RESOURCES
Blacks played major roles in developing the West.	1. Ask students have they ever heard of: a. Jean Bapiste Pointe du Sable? (Started the first permanent settlement of Chicago. Trading post at the mouth of the Chicago River.) b. York Clark's (of Lewis and Clark's expedition fame) Black servant who served the crucial role as interpreter during the expedition from St. Louis to the Columbia River and back. Translation Process Lewis & Clark — English ----> York — French ----> Charboneaux — Native American Language Sacajewea — Native American Language ----> Native American Leaders 1. York's contribution to our present day understanding of the Northwest is inmeasurable.	

MAIN IDEA	ACTIVITIES	RESOURCES
	2. Have students draw a map reflecting the route of the expedition's party. 3. Have students role play the delicate translation process that made this group a team and successful in its efforts to explore the Northwest. C. James P. Beckwourth (The lives and adventures of Kit Carson, Davy Crockett, Daniel Boone, and Jim Beckwourth were very similar, but beckwourth, a Black man, has been left out of most western histories.) Became chief of the Crow Indians. A trapper, scout, and explorer. Discovered the important "Beckwourth. Pass" through the Sierra Nevadas. 1. You might want to have the students do the following: a. Identify the state of Nevada on the map of U.S. along with the Sierra Mountains and the Beckwourth Pass.	TEACHER'S Black Soldier, John H. Clarke, Doubleday; 1968. Jim Beckwourth, Negro Mountain Man, Howard Felton, Dodd, 1966. The Buffalo Soldiers in Indian Wars, Fairfax Downey, McGraw Hill, 1969 The Adventures of the Negro Cowboys, Phillip Durham and Everett Jones, Dodd & Mead, 1965 Nat Live, Negro Cowboy, Howard Felton, Dodd & Mead, 1969. Old Ebony Magazines

IV. Struggle For Identity & Equality

B. Blacks in the West

MAIN IDEA	ACTIVITIES	RESOURCES
	b. Draw a map of Nevada labeling the state, Sierra Mountains, and the Beckwourth Pass. D. "Buffalo Soldiers" The Native American was intrigued by the Black soldiers' short and curled hair. Because the textural similarity with what they considered a sacred animal, they called the Black infantrymen "Buffalo Soldiers". 1. Ask students to bring in pictures of Black cowboys and Black soldiers. 2. Construct mural of Black cowboys and Black soldiers. 3. Students may want to draw their own pictures to be a part of mural.	

IV. Struggle for Identity and Equality

C. Blacks Fought and Died for America

MAIN IDEA	ACTIVITIES	RESOURCES
	2. Civil War (cont'd.) - Dr. G.P. Miller (of Battle Creek Mich.) - The First South Carolina Volunteers - Louisana Colored Volunteers 3. War with Mexico - The Ninth Cavalry (Buffalo Soldiers) - The Tenth Cavalry (Buffalo Soldiers) 4. Spanish American War - The Ninth Cavalry - The Tenth Cavalry - 24th Infantry - 23rd Kansas Volunteers - Major Charles Young (Ohio Black Volunteers) 5. World War I - The Tenth Calvary - Benjamin O. Davis Sr. 6. World War II - Lieutenant-Colonel Benjamin O. Davis Jr. - Dorrie Miller - 92nd Division - 93rd Division -"Red Ball Express" 32	Old Ebony Magazines A Pictorial History of the Negro In America, Langston Hughes and Milton Meltzer, Crown Publishers, N.Y.

IV. Struggle for Identity and Equality

C. Blacks Fought and Died for America

MAIN IDEA	ACTIVITIES	RESOURCES
The supreme of contradiction: Black men and women have fought and died for America in every war in which she has been involved. All of which supposedly related to achieving, assuring, or sustaining freedom for a given people. The irony: After all those wars - Seven Years War through Viet Nam fighting and dying for the freedom for others the Black people of America still attempt to convince this society of their worthiness of equality.	"The supreme commitment of a people to their country is found in their willingness to fight to protect and preserve it" - C. Williams. Teacher should state to students: 1. "The essence of this lesson is to show that Black people have a commitment to America and that one of the means of demonstrating that commitment has been for Black people to fight for America in every war that she has ever had." 2. Have students play "Blacks in American Wars". In preparing for this game you might want in addition to looking at Blacks in general consider the following Blacks and their specific roles in American Wars. 1. Revolutionary War - Prince Whipple - Salem Poor - Peter Salem - Crispus Attucks 2. Civil War - Frederick Douglass - William H. Carney - John H. Lawson	Before the Mayflower, Lerone Bennett, Johnson Publishers. The Black West, William L. Katz., Double day and Company, Garden City, New York

MAIN IDEA	ACTIVITIES	RESOURCES
	7. Korean War You name it (Truman's Executive Order Desegregated the U.S. Armed Forces.) 8. Vietnam You name it. Prepare a "Blacks in American Wars 'fish bowl'" game a. Cut out several paper fish from multiple colored paper. (suggested dimensions are 3" by 2") b. Label each fish with a role that Blacks played in the various American Wars. c. Place three paper clips on each fish-head, tail, and middle d. Secure a stick 2½ feet in length to serve as fishing pole. e. Secure a small magnet and a string 2 feet in length. f. Tie one end of the string to the magnet and the other end to the stock. g. Ditto several pages of fish. Include the contents which appear	

IV. Struggle for Identity and Equality

C. Blacks Fought and Died for America

MAIN IDEA	ACTIVITIES	RESOURCES
	g. on cut out models. Each student will get a complete set after the game is concluded "Blacks in American Wars Game" Rules 1. Each student gets a chance to fish 2. Each student will fish until he or she makes a "catch". 3. When a "catch" is made the student (if students do not read the teacher will do the honors) will read the contents on his fish. 4. Each student is to receive a set of ditto copies of all the fish including the role content. 5. It would be helpful if the teacher had pictures of the persons in questions or general pictures of Blacks in American Wars to demonstrate to students and reinforce the role content following each student's "catch".	

IV. Struggle for Identity and Equality

D. Different Approaches to Identity and Equality

MAIN IDEA	ACTIVITIES	RESOURCES
The conditioning of racism in America has had a tremendous impact. Some feel it does not exist, some feel it is individuals, some feel it is a system. Those who struggle for change have an ideological base for that struggle.	A. Have students define "equality" (Record on board the most acceptable definition to total group, teacher included). B. A pointed question for the students to consider: 1. "Why must Blacks and other Third World people (highly visible ethnic groups) have to struggle for freedom or equality?" a. List the various responses on board 2. Are there any White people who are struggling for equality? What equality do they struggle to achieve? a. Record student responses on the board C. Blacks have had many champions who fought for equality for Black people. Some have been more effective than others. Some of the more well known are: (Check to see which of these students have heard of and which ones they know something about their involvement) (Discuss each of these	

IV. Struggle for Identity and Equality

D. Different Approaches to Identity and Equality

MAIN IDEA	ACTIVITIES	RESOURCES
	C. persons relative to the role they have played in the struggle for freedom for Black people in America. Also discuss the obvious differences in approaches between Washington & Dubois and Malcom and King) 1. Booker T. Washington 2. Dr. W.E.B. Dubois 3. Marcus Garvey 4. Ms. Rosa Parks 5. Malcolm X 6. Dr. Martin Luther King 7. Rev. Jessie Jackson	

IV. Struggle for Identity and Equality

E. Teacher and Student's Role in Achieving Equality for Blacks and other Third World People.

MAIN IDEA	ACTIVITIES	RESOURCES
If people are convinced that equality... 1. does not exist for Third World people by and large and... 2. that equality should be an experience shared by all in the United States of America. then individually as well as collectively we should commit ourselves to action to achieve that goal.	1. To introduce this activity, the teacher might state: "We have briefly studied the role of Black people in the United States. I think we generally agree that while many many people both Third World and White have struggled to bring equality to Third World people in America such equality has yet to be achieved. The important question as a class it seem is what can each of us do to help that equality that is not yet achieved be a reality for Blacks and other Third World people in America?" Emphasize that you are not talking about "pie in the sky" activities (things that sound good but are impossible for a given person(s) to achieve). Some realistic examples: 1. Read more about Third World people 2. Introduce my friends and parents to these books 3. Be intolerant of racial jokes 4. Teach more students about the contributions of Third World people 5. Display only multi-racial pictures in my classroom	

IV. Struggle for Identity and Equality

E. Teacher and Student's Role in Achieving Equality for Blacks and other Third World People

MAIN IDEA	ACTIVITIES	RESOURCES
	6. Assist the librarian in acquiring more reputable materials on Third World People. A. Record all of yours and the student's responses. B. Duplicate all of the responses and place in a folder for each student This material could be accompanied by any pertinent handouts that you have had during the year on the roles of Black in America. C. You should title this booklet. One title might be "What one Big Human Being and Several Little Human Beings Have Decided to do About Equaling in (local city)."	

FIRST AMERICAN MATERIALS

I. Pre-Columbian

II. Columbian Period

III. Developing Another Nation 1775

IV. Western Imperialization

V. Struggle for Identity & Equality

45

I. CONCEPT: Pre-Columbian Indian tribes had a specific lifestyle which were dicatated by their environment prior to the arrival of Columbus.

MAIN IDEA	ACTIVITIES	RESOURCES	
		STUDENT	TEACHER
1. Define tribes - Each tribal group which existed was a separate people with a very distinct culture.	1. Discuss what is a tribe? 2. Divide the class into tribes and separate them letting each tribe perform a task but using different methods. 3. Using a map locate areas where the many tribes lived. 4. Discuss why they are different. (e.g. climate, geography, language) 5. Construct time line from this point until the present day.	Buff, Mary & Conrad Kemi. An Indian Boy Before the White Man Came, Ward Ritchie Press, 1966 Bleeker, Sonia, Horse Man of the Western Plateaus -------The Cherokee -------The Chippewa -------The Crow -------The Mission Indians of California Wm. Morrow & Co. Inc., New York	Debo, Angie, A History of the Indian in the U.S., Univ. of Okla. Press, 1970 Driver, H., Indians of North America, 2nd Edition
2. Structure of tribes chiefs, clans, and roles	1. What was the role of the Chief? 2. How many cheifs were there? 3. How were chiefs appointed? 4. How was the clan designated? 5. What was the role of the men, women, and children? 6. Divide the class into tribes, divide each tribe into a clan, assign a role to each clan. Assign a task to be performed, (e.g. making a camp) Show how each clan worked together but had separate tasks. Does this show how the tribes shared for the betterment of the tribe. 41	Bleeker, Sonia, The Chippewa, Wm. Morrow & Comp. Inc. New York.	Yassie Ethelou Navajo History Navajo Curriculum Center, Rough Rock Demonstration School, Chine, Arizona Warren, Wm., History of Ojibway Nation, Minneapolis, Ross & Haines, Inc., 1957

MAIN IDEA	ACTIVITIES	RESOURCES	
		STUDENT	TEACHER
	7. Why did people never marry within the same clan? How does this compare with not marrying your brother or sister? 8. Use a resource if possible.		
3. Language - Each tribe belongs to one of the major language stocks (e.g. Iroquian, Algonguin, Siouxan)	1. Locate on the map where the 7 basic language stocks existed. 2. What tribes were part of these language stocks? 3. Would it be possible for these groups to talk to each other? 4. Did sign language allow these tribes to talk?	Indian Talk: Hand Signals of the Am. Indians, Iron eyes Cody, Naturegraph 70	Driver, Harold Indians of North America, 2nd Edition Spicer, Edward, A Short History of the Indians of the U.S. Van Nost-Rand Reinhold Comp., Bloomfield
4. Foods - Each tribe had a primary food group because of their particular environment (e.g. buffalo, wild rice, deer, berries, potatoes, peanuts, fish, corn)	1. Prepare a dish of food from each tribal group and let the students taste each one. 2. Why did each group have a different primary food group? 3. Discuss the use of cultivated crops, although they were not the main source of food. 4. Try to locate different types of arrow-	Buff, Mary & Conrad Kemi, An Indian Boy Before the White Man Came. Ward Ritchie Press, 1966 Brewster, Benjamin The First Book of Indians, New York Franklin Watts, Inc. 1950	Dictionary of Eastern Objibwa, Univ. of Mich. Press, 1938. Driver, Harold, Indians of North America 2nd Edition Spicer History of The Indians of the U.S., Van Nostrand Reinhold Comp.

MAIN IDEA	ACTIVITIES	RESOURCES	
		STUDENT	TEACHER
	4. heads for killing animals. (Stress that Indians only killed for food, not sport.) 5. Why did Indians share food? Does this have to do with tribal structure? 6. Make a display of the foods each tribal group used & developed.	Clark, Ann Nolan, In My Mothers House New York; The Viking Press, Inc. Tupi, Awani Press, 1955 Parrish, Peggy, Good Hunting Little Indian New York, Young Scott Books	
5. Dwellings - Each tribe had a particular type of house in which to live (e.g. Wigwam Tee-Pee Pueblos Hogans)	1. Construct houses, either as small models or a large one in class. 2. Why didn't each tribe live in the same type of house? 3. Why did Plains Indian use Tee-Pee?	Bleeker, Sonia The Pueblo Indians The Chippewa Indians The Cherokee Indians The Crow Indians The Delaware Indians The Navajo Indians Wm. Morrow & Comp. Inc., 1953	Driver, H., Indian of North America 2nd Edition Spicer, Edward, A Short History of the Indians of the U.S., Van Nost Rand Reinhold Comp.

MAIN IDEA	ACTIVITIES	RESOURCES	
		STUDENT	TEACHER
6. Religion - Each tribe believed in one God just as Christians believed	1. What was the Indian's relationship with nature? 2. Did religion play an important role in the life of Indian people? 3. What types of ceremonies did they have? 4. How many were similar to Christian ceremonies? 5. Did each tribe have different ceremonies? 6. How did Indians believe they were created? Using a map show how some people believe Indians arrived on this continent. (e.g. Bering Straits land bridge theory) 7. What values do Indian people hold high?	Hood, Flora Mae Something For the Medicine Man, Chicago, Melmont Publish., Inc. Baker, Betty, Little Runner of the Long House, New York, Harper & Row Brewster, Benjamin The First Book of Indians, New York Franklin Watts Hofsinde, Robert, The Indian Medicine Man New York: Wm. Morrow & Comp., Inc., 1966	Landes, Ruth, Ojibwa Religion & the Midewinwin; Univ. of Wisc. Press 1968 Black Elk: The Sacred Pipe: Black Elk's Account of The Oglala Sioux Univ. of Okla. Press 1970

MAIN IDEA	ACTIVITIES	RESOURCES	
		STUDENT	TEACHER
7. Crafts - The crafts which each tribe made were vital to the lives of tribal members. Wood: Bow & Arrow Snowshoes Tobaggans Drums Canoes Twine Clay: Pots Stone: Knives Scrapers Axes Grass: Mats Silver: Rings Combs Bones: Knives Pins	Discuss the use of each of these articles. How much did environment dictate the type of utensils which were made? Discuss how the Indian did not control their environment but learned to use what was available to them. Display some of the articles which each tribe used. Make drums or teach the children how to bead using a bead loom. Could be used as an aid in teaching children how to count. Use a resource person who can show how many of these crafts can be completed. Describe the different beadwork designs used by the tribes.	Clark, Ann Nolan In My Mother's House New York, The Viking Press. Benchley, Nathaniel Red Fox and His Canoe, New York: Scholastic Book Services Parrish, Peggy Let's Be Indians New York: Harper & Row	Hurt, W. Ben The Golden Book of Indian Crafts and Lore, New York, Simon & Schuster, Inc.

II. CONCEPT: Columbian Period

MAIN IDEA	ACTIVITIES	RESOURCES	
		STUDENT	TEACHER
1. White - Contact. Did Indian values conflict with White European values initially (e.g.) A. Iroquois Confederacy 1559-70 B. Founding of Jamestown - 1607 C. Powhatan Confederacy D. Roger Williams - Providence Colony.	1. Who needed more assistance to live in this land? Why? 2. What contributions did Indians make at this time? 3. Did the Indians feel threatened? If not why? 4. What was the Iroquois Confederacy? Discuss how this influenced the new settlers in forming their colonies. 5. Did every colony treat Indians the same? 6. Develop a map showing where other Whites were landing. 7. What groups of people came to the new land? (French, English, Dutch, Spanish) 8. Did the Indians trade with Whites?	Balch, Glenn, Horse of Two Colors, New York, Grossett & Dunlap, Inc. Chandler Edna Walker Young Hawk, Chicago, Benific Press, 1957 Crowell, Ann, A Hogan For the Bluebird, New York: Scribner & Son Estep, Irene, Iroquois Chicago: Melmont Publisher, Inc.	Jacobs, Wilbur Dispossessing The American Indian Scribner & Son Driver, H. Indians of North America 2nd Edition

MAIN IDEA	ACTIVITIES	RESOURCES	
		STUDENT	TEACHER
2. What influence did the gun have on Indian-White relationships?	1. Did the increased useage of the gun for hunting have any impact on the Indian-White relationship? 2. Was there a conflict in the views of nature? Did the Whites want to control nature or live with it? Is this in conflict with the Indians religious views?	Martin, Patricia, Pocahontas, New York: G.P. Putnams Sons Means, Florence, The Rains Will Come Boston: Houghton Mifflin Company, 1954 Pistorius, Anna, What Indian Is It, Chicago: Follett Publishing Comp. 1956 Rogers, Lou, The First Thanksgiving, Chicago, Follett Pub. Company	Jacobs, Wibur Dispossessing the American Indian Scribner & Son Driver, H., Indians of North America 2nd Edition Chicago, Ill. Univ. of Chicago Press, 1970

MAIN IDEA	ACTIVITIES	RESOURCES	
		STUDENT	TEACHER
3. Why did the Whites desire more land?	1. Discuss how the increase of populations and the need to have more land created problems? 2. What was the view of Indians in regard to owning land? 3. Why did Indians resist the increased pressure applied by Whites? 4. Use a map to show how much land the Indians were losing. 5. Discuss the reasons why the Indian fought for his land.	Stiles, Martha, One Among The Indians New York: The Dial Press, Inc. 1962 Averill, Ester, King Phillip, The Indian Chief, New York: Harper & Row 1950	Dennis, Henry C. The American Indian 1492-1970; A Chronology & Fact Book Fenton, William Am. Indian & White Relations to 1830 New York, Russell & Russell 1957
4. What is a treaty?	1. Discuss the uses of a treaty. 2. Were treaties another way to take the Indians' land? 3. Were treaties only used to stop wars? 4. Role play the signing of a treaty 5. Locate a copy of an original treaty that has original signatures on it.	Craig, John, The Long Return Indianapolis: The Bobb Merrill Co. Inc.	Jacobs, Wilbur Dispossessing the American Indian Scribner & Son U.S. Treaties Indian Treaties 1778-1883, New York, Interland Publishing 1972 McNickle, Darcy, The Indian Tribes of the U.S. Ethnic & Cultural Survival, Oxford Univ. Press, New York 1962

MAIN IDEA	ACTIVITIES	RESOURCES	
		STUDENT	TEACHER
5. Who were the Indian Leaders who resisted the White's movement onto Indian lands?	1. Discuss such leaders as Pontiac, Handsome Lake, Kaiaghshota, Sequoyah. 2. What were Pontiac's motives in trying to organize the Indian tribes against the western movement? 3. What influence did these Indians have on the new developing nation?	Marriott, Alice Sequoyah, Leader of the Cherokees New York: Random House, Inc. 1956 Cridley, Marion E. Pontiac, New York, G.P. Putnam's Sons 1970	Jacobs, Wilbur, Dispossessing the American Indian, Scribner & Son

III. CONCEPT: Developing Another Nation 1775

MAIN IDEA	ACTIVITIES	RESOURCES	
		STUDENT	TEACHER
1. Indian-White conflicts	1. Discuss Indian wars & possible reasons Indians lost. 2. Locate the sites of battles fought between Indians & Whites 3. Were Indian tribes fighting amongst themselves? Why? 4. Was Tecumseh's role similar to Pontiac's? Why?	Bleeker, Sonia The Seminoles, Wm. Morrow & Comp. Inc. 1954 Caper, Jean & Grace Dickerson, Little Turtle, Chicago, Albert Whitman & Comp 1959	Deloria, Vine Custer Died For Your Sins, New York, New York, MacMillian Comp.
2. What other methods were used to take the Indians' Lands?	1. Discuss the use of treaties. 2. Discuss the use of disease? (e.g. smallpox & measles) 3. How were Indians forced to move west?		Deloria Vine, Of Utmost Faith, San Fransciso Straight Arrow Books
3. Indian removal (1820)	1. Who was Andrew Jackson? 2. What was the trail of tears? 3. Role play the forcing of a tribe to give up their land and go to a land unfamiliar to them. 4. Does the fact that the language they speak is different from the language	Hall, Gordon Langhey Osceola, N.Y.: Holt Rhinehart & Winston Inc. 1964	Foreman, Grant Indian Removal, The Emigration of 5 Civilized Tribes Univ. of Okla. Press 1953

MAIN IDEA	ACTIVITIES	RESOURCES	
		STUDENT	TEACHER
	of other Indians tribes hinder their ability to live in their new environment? 5. What tribes were removed to the west? Locate on a map.		
4. Who were some of the Indian heros during this period?	1. Discuss Osceola, Tecumseh, Prophet Chief Black Hawk, Sequoyah. 2. Make displays of these leaders.	Cook, David C., Tecumseh Destiny's Warrior Canada, Copp Clark Pub. Co. 1959 Gurko, Miriam, The Black Hawk War, N.Y. Crowell Comp. 1970	Britt, Albert, Great Indian Chiefs, Freeport, N.Y. Books for Libraries Press, 1969
5. Why did Indians continue to live as they did?	1. Discuss the reasons why Indians continued to live as Indians. 2. Did the Cherokees achieve their goal in trying to live like White people? 3. What role did religion play? 4. Did Indians still follow traditional lines when selecting chiefs? 5. Did the clan system still exist?	Fenner, Phyllis, Indians, Indians, Indians New York, Knickerbocker Printing Corp. 1950 Kjelgaard, James, Wolf Brother, New York: Holiday House, Inc. 1957	Debo, Angie, History of the Indians of the U.S.

MAIN IDEA	ACTIVITIES	RESOURCES	
		STUDENT	TEACHER
	6. Should the Indian be allowed to live the way he was brought up to believe is right? 7. Were Indians treated as citizens of this new country?	Kroeber, Theodore, Ishi, Last of His Tribe, Berkley: Parnassus Press, 1964	

IV. CONCEPT: Western Imperialization

MAIN IDEA	ACTIVITIES	RESOURCES	
		STUDENT	TEACHER
1. After the removal of Indians West - What other methods did they use further to take Indian lands. E.g. Allotment Act 1887 Indian Reorganization Act Homestead Act	1. How did this effect Indians? 2. Divide the class into a tribe and impose the principles of the Indian Allotment Act. 3. Did the Indians have respect for the land change? 4. How did they view the land? 5. Were treaties still being made with tribes? 6. How much land did the Indian lose?	Kroeber, Theodore, Ishi, Last of His Tribe Berkley: Parnassus Press, 1964	Josephy, Alvin The American Heritage of America, Knopf Pub. Co. 1968
2. Was the structure of the tribe changing?	1. Why did the government impose a fixed structure for tribes to follow? 2. Did Indians accept the government sponsored councils? Why? 3. How did the government force Indians to behave? 4. Did Indians continue to live as Indians? 5. Locate on map where Indians were living now.	Pine, Tillie, The Indians Knew, N.Y.: McGraw-Hill Book Co.	Deloria, Vine Custer Died for Your Sins, N.Y., N.Y.: MacMillan Co. 1971 Deloria, Vine Of Utmost Faith, San Francisco, Straight Arrow Books. 1971

MAIN IDEA	ACTIVITIES	RESOURCES	
		STUDENT	TEACHER
3. What are reservations ?	1. Divide the class into tribes, place them in different areas of the room. Do not allow them to stray too far. a. Discuss how this caused more fighting. b. Discuss how should Indians be allowed to live where they want. c. Was the land very good on reservations? 2. How did living on these reservations differ from the way Indians had always lived? 3. How long did the Indian Wars last? 4. What tribes were involved? 5. Use a map to locate these battles.	Goble, Paul & Dorothy Brave Eagle's Account of the Fetterman Fight 1972 Lampman, Evelyn Cayuse Courage, N.Y., Harcourt, Brace & World Inc. 1970 Lauritzen, Jon Reed Legend of Billy Blue-sage, Boston: Little Brown Comp.	
4. Who were some of the important Indian leaders at this time ?	Discuss Crazy Horse, Sitting Bull, Chief Joseph, Cochise. Make displays - stress the real reason for fighting.	Goble, Paul & Dorothy Red Hawk's Account of Custer's Last Battle, Patheon Books, 1969 LaFarge, Oliver, Cochise of Arizona, N.Y. E.P. Dutton & Co. McSpadden, Walker Indian Heros, N.Y., Crowell Co. 1950	

MAIN IDEA	ACTIVITIES	RESOURCES	
		STUDENT	TEACHER
		Meadowcraft, Enid Crazy Horse, Sioux Warrior, Champaign: Garrard Publishing Co. 1965	
5. What is the Bureau of Indian Affairs?	1. Should Indians be controlled by the government? 2. Role play how the government (BIA) controls reservation which belongs to the Indians .		Josephy, Alvin Indian Heritage of America, Viking Press 1968

V. CONCEPT: Struggle for Identity & Equality

MAIN IDEA	ACTIVITIES	RESOURCES	
		STUDENT	TEACHER
1. What tribes exist today?	1. Discuss what tribes have been eliminated. 2. Why and how were they eliminated? 3. Locate on a map where Indians live today?	Clark, Ann, Along Sandy Trails, New York: The Viking Press ---------The Desert People, New York: Viking Press 1962 Gorham, Michael, The Real Book About Indians, Garden City: Garden City Books 1953	Cahn, Edgar, Our Brother's Keeper Citizens Advocate Committee Community Press
2. Where do Indians live today?	1. Define a reservation. 2. Do all Indians live on a reservation? 3. Where are the four federal reservations in Michigan? 4. Role play past and present life on a reservation: Past - confinement present - no restrictions. 5. Define relocation. How did Indians happen to live in the city? 6. Is life better in the city or on the reservation?	Farquahar, Margaret Indian Children of America, New York Holt, Rhinehart & Wilson Bulla, Robert, Indian Hill, New York: Crowell Co. Baker, Betty, The Shaman's Last Raid, New York: Harper & Row, 1963	Levitan, Sar, Big Brother's Indian Programs with Reservations, McGraw Hill Indians of Michigan, Commission on Indian Affairs, Executive Office, State of Michigan

MAIN IDEA	ACTIVITIES	RESOURCES	
		STUDENT	TEACHER
3. How do Indians live today?	1. Discuss how some Indians choose to live in the traditional manner. 2. Discuss how many tribes have tried to mix the traditional as well as the modern way of life. 3. What kind of jobs do they hold? 4. What kind of homes do they live in? 5. How do they dress today?	Clark, Ann, In My Mother's House, New York: The Viking Press Pine, Tillie, The Indians Knew Showers, Paul, Indian Festival, Crowell Comp. New York	Cahn, Edgar, Our Brother's Keeper, Citizens Advocate Community Press
4. Where do Indians go to school?	1. Discuss boarding schools. (e.g., leaving family; going to school with people from other tribes). 2. Do all Indians go to this school? 3. What do they learn?	Baker, Betty, The Shaman's Last Raid New York: Harper & Row Waltrip, Lila & Rufus Quiet Boy, New York, Longnars, Green & Co.	

LATINO MATERIALS

I. General Background Information

II. Mexican Indian Cultures of the Pre–Columbian Period

III. Exploration & Colonization

IV. Developing Another Nation

V. Struggle for Identity & Equality

I. CONCEPT: General Background Information: Introduction of Spanish Vocabulary Particularly Related to Clothing and Food Items

MAIN IDEA	ACTIVITIES	RESOURCES
The basic objective is to introduce Spanish words to the children for the sake of pronouncing and identifying. The words introduced are relative to basic articles of clothing in Spanish stressing the phonetics of Spanish.	1. The teacher should first of all have a working knowledge of the Spanish Phonetics. 2. As a pronunciation activity, identify objects in the classroom and have students repeat each word. 3. Review from time to time the pronunciation of each object. 4. Proceed then to identifying articles of clothing. 5. Have students cut out pictures of articles of clothing and identify them. 6. Use the cut-out pictures and use as flash cards for identifying and pronouncing. 7. Demonstration -- have children identify what each of them is wearing. Glossary: 1. zapatos - shoes 2. pantalones - pants 3. camisa - shirt	

I. CONCEPT: General Background Information: Introduction of Spanish Vocabulary Particularly Related to Clothing and Food Items

MAIN IDEA	ACTIVITIES	RESOURCES
	4. vestido - dress 5. clacetines - socks 6. pizarra - blackboard 7. silla - seat 8. mesa - table 9. tiza - chalk 10. papel - paper 11. lapiz - pencil 12. colores - crayons 13. tijeras - scissors	

I. CONCEPT: General Background Information: Introduction of Spanish Vocabulary Particularly related to clothing and food items

MAIN IDEA	ACTIVITIES	RESOURCES	
		STUDENT	TEACHER
The children should be made aware of the fact that all children have much in common. However, the foods which we eat may be different but still all good things to eat. At this level they will be learning how to pronounce Spanish words.	1. The teacher should have a working knowledge of Spanish phonetics. A. Vowel Pronunciation Key Spanish — English a — father, car e — they i — police o — low u — rude, fool 2. After reviewing the Spanish words that the children already know, the teacher should proceed to introduce Spanish foods. 3. Using pictures, the children should learn how to pronounce the basic foods that all children eat; i.e., carne, leche, pan. 4. As a class activity, ask children to bring in Spanish food (tortillas, frijoles, pan dulce). 5. Have a mid-morning snack of pan tostado or pan dulce and chocolate.	Mi Diccionario Illustrado, Bilingual Ed. Edicion Hispano-Americana, Scott, Foresman and Co., 1970, Glenview, Ill.	

I. CONCEPT: General Background Information: Introduction of Spanish Vocabulary Particularly related to clothing and food items

MAIN IDEA	ACTIVITIES	RESOURCES	
		STUDENT	TEACHER
	GLOSSARY: 1. comida - food 2. leche - milk 3. frijoles - beans 4. tortillas (round, flat corn or flour bread) 5. pan (pan tostado, pan dulce) toast or sweetbread 6. carne - meat 7. papas - potatoes		

I. CONCEPT: General Background Information: Introduction of Spanish Vocabulary Particularly related to clothing and food items

MAIN IDEA	ACTIVITIES	RESOURCES	
		STUDENT	TEACHER
Students should learn the basic foods chart. They should be able to classify all foods according to the chart. Teachers should stress that even though there may be ethnic dietary differences, generally foods can be classified within a category of the basic foods charts. The concept of the "balanced meal" should be omitted because of the value-oriented implications.	1. The children should make the foods chart that is to be used in class after the teacher has explained the basics of the foods chart. 2. The class should keep a record of what they eat every day and analyze it according to the chart. 3. The teacher should point out that even though the content of ethnic foods may be different, it is nevertheless, nutritious. GLOSSARY OF TERMS 1. tortilla - corn or flour bread 2. pan - bread 3. leche - milk 4. queso - cheese 5. mantequilla - butter 6. verduras - green vegetables 7. vegetales - vegetables 8. carne - meat 9. pescado - fish 10. pollo - chicken 11. furtas - fruit 12. frijoles - beans		

I. CONCEPT: General Background Information: Introduction of Spanish Vocabulary Particularly related to clothing and food items

MAIN IDEA	ACTIVITIES	RESOURCES
The children should be made aware of the differences and variations in types of clothing, using a comparison of types of clothing in Michigan and in Latin-American countries. It should be stressed that the differences are a direct result of weather, customs and modes of living.	1. Show updated films on Mexico, South America, Puerto Rico, and Cuba, pointing out features like types of climate and vegetation, the people, how they are dressed what kinds of jobs they probably have. 2. The teacher should then proceed to establish the types of clothing in terms of weather. 3. Have students prepare a picture chart, placing people dressed properly to the designated type of weather. 4. The teacher should then proceed to establish types of clothing in terms of profession. 5. Have students cut pictures out of magazines and have them identify the probable profession of the person in the picture. 6. Have a discussion on the customs of Latin America as it relates to dress, i.e the non-use of shorts, except for athletic purposes. 64	El Mundo Y Mi Isla, Perez Martinez Y Diaz Cubero GLOSSARY OF TERMS 1. botas - boots 2. sueter - sweater 3. calcetines de lana - sweatsock 4. abrigo - overcoat 5. pantalones - pants 6. guantes - gloves 7. cortos - shorts 8. huaraches - sandals 9. blusa - blouse 10. falda - skirt 11. vestido - dress 12. rebozo - shawl 13. sarape - small blanket 14. campesino - farm-worker 15. trabajador - worker 16. fabrica - factory 17. oficina - office 18. maestro - teacher

I. CONCEPT: General Background Information: Introduction of Spanish Vocabulary Particularly related to clothing and food items

MAIN IDEA	ACTIVITIES	RESOURCES
The children will learn that clothing is made from materials processed from plants and animals, stressing that the reasons people in different countries dress differently is directly relevant to the types of resources natural to the Latin American countries.	1. The teacher will introduce this unit by stressing that all man-made materials come from plants and animals. 2. A brief study should be made on the climates and natural resources of the Latin-American countries. 3. A trip to a leather shop where shoes and jackets and leather goods are made is suggested. It should be emphasized where the leather comes from. 4. If available, a film on how cotton is processed into fibers and then to material should be shown. 5. As a suggested class activity, the teacher should provide the children, if possible, with leather material for the children to do artwork with. 6. Have students make a collage on processed materials.	El Mundo Y Mi Isla, Perez Martinez y Diaz Cubero GLOSSARY OF TERMS 1. cuero - suede 2. vagueta - leather 3. planta - plant 4. algodon - cotton 5. zapatero - shoemaker 6. trabajador - worker 7. hace calor - " it's hot" 8. hace frio - "it's cold" 9. llueve mucho - "it rains a lot" 10. zona arida - arid zone 11. montanas - mountains 12. plano - flat level plane 13. vegetacion - vegetation 14. rios - rivers 15. selvas - forest

I. CONCEPT: General Background Information: Spacial awareness should logically preempt cognizance of geographic differences

MAIN IDEA	ACTIVITIES	RESOURCES	
		STUDENT	TEACHER
1. Students will develop an awareness of the spacial aspects of the classroom, school and the immediate community.	To heighten the spacial awareness of students utilizing the following activities: 1. An introduction of the classroom and things within the room, i.e., bathroom, blackboard, windows. 2. Have children draw a picture of a certain aspect of the room 3. A tour of the school building focusing attention on principal's office, boiler room, library, gym, playground, etc. Children can follow up this activity by making a collage of the school on the bulletin board. 4. A tour of the community, paying special attention to residential zones, businesses, municipal buildings, main streets, railroad crossings, etc. Teacher may use the values clarification strategy of focus to have students describe what aspect of the tour was most interesting, important, etc., to them.		Boundary lines of the school district

I. CONCEPT: General Background Information: Spacial awareness should logically preempt cognizance of geographic differences

MAIN IDEA	ACTIVITIES	RESOURCES
	5. Students can follow up this activity by making a model of school in relationship to where the students live. 6. Students can develop "My Community Journals" which will be a collection of student artwork depicting aspects of the immediate community. 7. Teachers should lead a discussion centered around identifying and categorizing aspects of the room, school and immediate school environment. An example would be to identify such aspects of the community as community helpers, businesses, apt. dwellings, and empty space. Hopefully the students will develop an awareness of the function of various aspects of the community which will be used as a correlation when discovering Mexican lifestyles.	

I. CONCEPT: General Background Information: Roles Within a Community and Community Function

MAIN IDEA	ACTIVITIES	RESOURCES
1. Students will develop an awareness of community functions.	Activities that will foster an awareness of community and its function include: 1. Field trips to stores, municipal buildings, other schools and other points of interest. 2. Discussion which will focus on the aspects of what the community looks like, its business, schools, population, etc. 3. Replication of a functioning community within the classroom; i.e., the students may elect to begin community consciousness by developing a post office. Other ideas include banking money, developing a short term small business through a bank loan, and the democratic process in voting for officials. 4. A class project of "Our Community" utilizing photographs to make a scrap book. 5. Simulation games utilizing a mock radio or TV station to describe "Our Community."	

I. CONCEPT: General Background Information: Geographic Aspects of Michigan and their correlation to those of Mexico and other Spanish-speaking countries.

MAIN IDEA	ACTIVITIES	RESOURCES
1. Students will be able to identify such geographic terms as waterways, climate landforms, animal and vegetation life uing such terms as Peninsula, isthmus island, coast, gulf, mountain range, etc. The student shall develop an awareness of basic community needs and how landforms play an important part in the population development of regions.	1. Using maps and globes of Mexico, Puerto Rico, Cuba and the state of Michigan, the students will identify the basic landforms and temperate zones. 2. Have students divide into small groups to give their perceptions of the basic needs of people and the concept of community. List should be printed on newsprint for the class to see. Followup large group discussions should indicate the top priority needs of a community. 3. The teacher should then look at population patterns of the aforementioned countries and trust territory during the Pre-Columbian period and based on past class work should have students develop inferences on population and migration patterns in Mexico, Cuba and Puerto Rico. Correlations can be made to European population patterns in existance in the United States. 4. The teacher should stress correlation of development of the eastern and western hemisphere as opposed to the east to west expansion syndrome which usually exists.	

I. CONCEPT: General Background Information: Geographic Aspects of Michigan and their correlation to those of Mexico and other Spanish-speaking countries.

MAIN IDEA	ACTIVITIES	RESOURCES	
		STUDENT	TEACHER
	5. Mystery Island strategy. Task--where would you place the major city on this island? Students may work individually, in small groups, or as a small class to list as many reasons for their choice. Teacher should not make reference to Cuba or Puerto Rico but rather let students make inferences of the kind of music, art of all forms, government, society, etc. Where would the following people prefer to settle: hunters, herdsmen, farmers, merchants.	Spanish Curriculum material: Las Americas y Sus Pueblos por Aurelio Perez Martínez y Dr. Jose H. Diaz Cubero El Viejo Mundo y Sus Pueblos por Aurelio Perez Martinez y Jose H. Diaz Cubero El Mundo y Mi Communidad por Aurelio Perez Martínez y Dr. Jose H. Díaz Cubero Conociendo a Borinquen por Aurelio Perez Martínez y Dr. Jose H. Diaz Cubero El Mundo y Mi Isla por Aurelio Perez Martinez y Dr. Jose H. Díaz Cubero	Cultures & Conflict by Rodolfo Acuña The Mexican-American in the United States by Charles J. and Patricia L. Bustamente The Mexican-American His Life Across Four Centuries by Gilbert Martínez and Jane Edwards The Mexican-American and His Heritage by John Tebbel and Ramon Edwardo Pruiz Star Mountain and Other Legends of Mexico by Camilla Campbell

I. CONCEPT: General Background Information: Geographic Aspects of Michigan and their Correlation to those of Mexico and other Spanish-speaking countries.

MAIN IDEA	ACTIVITIES	RESOURCES	
		STUDENT	TEACHER
		My Pueblo y Su Gente por Aurelio Perez Martínez y Dr. Jose H. Díaz Cubero	Mexico Land of the Plumed Serpent by Clara Louise Grant and Jane Werner Watson Fifteen Famous Latin Americans by Helen Miller Bailey and Maria Celia Grijalva The Puerto Ricans Strangers-Then Neighoors by Clarence Senior

II. CONCEPT: Mexican Indian Cultures of the Pre-Columbian Period

MAIN IDEA	ACTIVITIES	RESOURCES	
		STUDENT	TEACHER
1. Many of the Mexican Indian's possessions and lifestyles reflect an agrarian existence. Mexican Indians learned to cope with the environment and to make use of all existing plant life, such as the Maguey plant.	1. The Maguey plant, also known as the century cactus, has served as a most useful plant to Mexican Indians. Some of the many uses which the teacher should point out are: "pulque"--the fermented juice of the plant "corazon" --(heart) scraping from the inside of the plant which was roasted and eaten. fiber--leaf is made into a pulp from which a fiber is spun soap--made from the pulp bandages--made from the skin of the leaf needles--made from the end of the leaf	Handbook on Mexico for Elementary and Secondary Teachers, Clark C. Gill and Julia K. Mellenbruch	

II. CONCEPT: Mexican Indian Cultures of the Pre-Columbian Period

MAIN IDEA	ACTIVITIES	RESOURCES	
		STUDENT	TEACHER
1. Mexican Indians utilized indigenous materials to construct their dwellings. Many of the dwellings reflect an architecture which dealt to adapt to the existing elements of various regions of Mexico.	1. Indians which lived in Mexico used a variety of materials to construct their dwellings. Teacher should discuss the basic construction of homes in the Pueblo, Toltec, Aztec and Mayan culture and how such factors as climate plays such an important role in the construction of homes. 2. Have students build a model community to depict the life style of Pre-Columbian Mexico. 3. Engineering feats such as the pyramid structures of the Mayan Indian in the Yucatan, and the Aztecs in the Valley of Mexico should be correlated with what is considered one of the 8 Wonders of the World--The Egyptian Pyramids.	The Story of the Mexican American, Rudy Acuna Magic Maize, Conrad Buff Handbook of Mexico for Elementary and Secondary Teachers, Clark C. Gill and Julia K. Mellenbruch, pp.76-77	Film, "Families of Mexico and South America" Film, "Mexico's History", Coronet The Mexicans, Harold Coy

II. CONCEPT: Mexican Indian Cultures of the Pre-Columbian Period

MAIN IDEA	ACTIVITIES	RESOURCES	
		STUDENT	TEACHER
1. Much of Mexican Indian lore is based on Pre-Columbian legends and folk-tales. Perhaps the most famous legend relates to the founding of what evolved to be Mexico City.	1. The Aztec legend of the eagle and the snake. The foundation of what is currently Mexico City took place in 1312-1325 A.D. However, as legend has it, Mexictli, an Aztec god, advised his people to seek out an eagle devouring a snake. There, according to the tale, the people were to erect their temples and homes. In 1116 A.D., the Aztec people lead by their priest set out in search of the vision. Many years later, the eagle and snake were viewed perched upon a cactus. It is here that the great city of Aztec Emperor Moctezuma II was created. Today the exact location is marked by the National Palace, the City Hall and the National Cathedral. 2. A simulation experience enacting what conceivably took place in the discovery of ancient Mexico City will place students in the role of Aztec Indians.		Mexican History, Diego Rivera's Frescoes in the National Palace and Elsewhere in Mexico City, R.S. Silva

II. CONCEPT: Mexican Indian Cultures of the Pre-Columbian Period

MAIN IDEA	ACTIVITIES	RESOURCES
	3. Teacher will encourage discussion relative to famous American legends, e.g., Davy Crockett, Daniel Boone, and others. Discussion should center around differentiating between a folktale and a legend and to glean from students their perceptions as to how such things as legends may perpetuate important cultural aspects of a group of people.	

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II. CONCEPT: Mexican American Cultures of the Pre-Columbian Period

MAIN IDEA	ACTIVITIES	RESOURCES	
		STUDENT	TEACHER
1. Aztec Indians developed very sophisticated methods for calculating time and seasons. Although the Aztec calendar is famous for its artistic qualities, very few people know the significance of the characters on the face of the calendar.	1. The Aztec Indians were followers of their own calendar "Stone of the Sun". The face of the calendar is a circular dial which is comprised of the face of the fifth sun directly in the center. Around the face are rectangles representing the four elements, Earth, Air, Fire and Water to correspond to the four seasons of the year. Each Aztec month had 20 days, the year had 18 months. Therefore, 20x18=360 days to which was added 5 additional days used for worshipping the gods making a grand total of 365 days in the year. The carving of the calendar was begun in 1427 and was finished 52 years later. It weighs approximately 25 tons! The huge stone calendar is four feet thich and 12 feet in diameter and is made of black porphery stone. 2. The teacher will bring to class an example of what the Aztec calendar looks like. The student will analyze all aspects		Mexican History, Diego Rivera's Frescoes in the National Palace and Elsewhere in Mexico City, R.S. Silva, p.1

II. CONCEPT: Mexican American Cultures of the Pre-Columbian Period

MAIN IDEA	ACTIVITIES	RESOURCES	
		STUDENT	TEACHER
	of the characters and correlate the Aztec calendar to the currently used calendar. 3. The teacher, with the help of the art instructor, could follow up this activity by developing an art lesson using the Aztec calendar as the theme. Such art projects as mobiles, clay figurines, batiked wall hangings will not only produce creative art form in students but also reinforce the concept of the Aztec calendar as well as understanding its significance.		

III. CONCEPT: Exploration and Colonization--Factors and Influences which led to the Awareness and Development of a New Nation

MAIN IDEA	ACTIVITIES	RESOURCES	
		STUDENT	TEACHER
1. Another famous Mexican legend centers around the god called Quetzalcoatl. This legend is responsible for facilitating the biggest conquest over a group of people in the western hemisphere.	1. The legend of Quetzalcoatl as told by the Toltec Indian is described as having long white hair, blue eyes, and a moustache. According to the legend, Quetzalcoatl was possibly a survivor of a shipwreck in the Atlantic Ocean and made his way by accident to American shores almost 1000 years before Columbus came to the Western World. 2. Class discussion around the common aspects of the legend Quetzalcoatl and the landing of the Spanish explorer, Hernan Cortez, should be processed. It should be noted that there were many coincidences which led the Aztecs to believe Hernan Cortez was, in fact, the god Quetzalcoatl. STUDENT QUERIES: 1. How would the legend of Quetzalcoatl help Cortez on his mission?	Mexico, Land of the Plumed Serpent, Clara Louise Grant and June Werner Watson, pp. 38-58.	

III. CONCEPT: Exploration and Colonization--Factors and Influences which led to the Awareness and Development of a New Nation

MAIN IDEA	ACTIVITIES	RESOURCES	
		STUDENT	TEACHER
	2. If the landing of Cortez had not been preceeded by the legend, would the results of the mission been different? STUDENT VALUE QUESTIONS: 1. Was it good or bad that the outcomes of the mission were influenced by the legend? 2. How would you have changed Mexican history regarding the Cortez "conquista" over Mexico?		

III. CONCEPT: Exploration and Colonization -- Factors and Influences which led to the Awareness and Development of a New Nation

MAIN IDEA	ACTIVITIES	RESOURCES	
		STUDENT	TEACHER
1. Very little significance is given to the Aztec civilization other than token mention of their pagan ritual of human sacrifice. Aztec culture is believed to be as advanced as any civilization to that point of development in the "more recognized" eastern hemisphere.	1. Classroom discussion leading the Columbian Period. Many historians discredit through errors of commission or omission the significance of the Westerr World prior to the Pre-Columbian Period. It should be remembered that there were approximately twenty million people living in the valley of Mexico when Cortez invaded the Western World. One of Cortez's soldiers was heard to say "To many of us it seemed doubtful whether we were asleep or awake. Never did man see, hear, or dream of anything equal to the spectacle which appeared to our eyes this day." The myth of civilization developing on an east to west pattern should be exploited. 2. Teachers should encourage students to take part in individual or group study, to research literature regarding the Aztec civilization. Teacher should emphasize the parameters of the research such as art, architecture, agriculture, and other functions of life necessary to sustain a civilization.	The National Elementary Principal, Vol. L, No. 2, Nov. 1970, p. 20	

III. CONCEPT: Exploration and Colonization -- Factors and Influences which led to the Awareness and Development of a New Nation

MAIN IDEA	ACTIVITIES	RESOURCES	
		STUDENT	TEACHER
1. Mexico should not be thought of as containing a homogeneous group of people. It should be noted that during the Pre-Col. period, many tribes of Mexican Indians existed. It is not only important to verify their existence, but also their cultural and technological contributions.	1. Have students outline maps of Mexico and identify the Indian civilization which existed such as: Hohokam Pueblo Toltecs (Reed people) Aztec Maya 2. Significant aspects should be introduced to the class. Have student list all the products and by-products made from maize (corn), a foodstuff which only existed in the Western World. Emphasis should be placed on the meaning and significance of staple. Other aboriginal American crops such as beans, cotton, tomatoes, potatoes and squash should also be discussed as a part of the staple foods of Mexican Indians. 3. The large-scale systematic irrigation which the Hohokam developed can be replicated in the classroom on a small scale. Reference should be made of the engineering implication irrigation had for farming. 81		A Mexican-American Source Book with Study Guide, Feliciano Rivera A Mexican-American Chronicle, Rudy Acura

III. CONCEPT: Exploration and Colonization -- Factors and Influences which led to the Awareness and Development of a New Nation

MAIN IDEA	ACTIVITIES	RESOURCES	
		STUDENT	TEACHER
1. The spin-off effects of the "Conquista" are untold in number. The thrust of the following activities will be to explore the Spanish influence and the marriage of two continents.	1. Hernan Cortez has perhaps more historical significance than any other explorer. Traditional texts tend to romanticize the "Conquista". A more appropriate term to use is the Spanish Intrusion. Some important aspects which should be mentioned: A. Cortez burned all his ships to prevent his men from escaping before their mission was accomplished. B. The Spanish came to Mexico for two primary purposes: (1) to gain wealth and glory for themselves, and (2) to spread Christianity to the Mexican Indians. 2. The teacher should emphasize the aspects which when combined with the Mexican Indian culture, developed a unique culture and the creation of "el mestizo."	Mexico, Land of the Plumed Serpent, Clara Louise Grant and Jane Werner Watson.	A Mexican-American Source Book with Study Guide, Feliciano Rivera, pp. 8,0

III. CONCEPT: Exploration and Colonization -- Factors and Influences which led to the Awareness and Development of a New Nation

MAIN IDEA	ACTIVITIES	RESOURCES	
		STUDENT	TEACHER
	A. The Spanish Language B. The Catholic Religion (Roman Catholic) C. Literature D. Fine Art--music, art E. Government		

III. CONCEPT: Exploration and Colonization -- Factors and Influences which led to the Awareness and Development of a New Nation

MAIN IDEA	ACTIVITIES	RESOURCES	
		STUDENT	TEACHER
1. The "Conquista" and Building of "New Spain".	1. Cuauhtemoc, Moctezuma's successor, was captured and tortured. Relate the story of the capture of the Aztec empire (emphasize the hunger and greed of Spaniards for gold and riches.) 2. Cortez leveled the city of the Aztecs and built a New Spain. 3. Show pictures: A. Palacio Nacional B. Cathedral 4. Have students lay out a model of what Tenochtitlan (the plaza) looks like today.	Mexico, Land of the Plumed Serpent, Clara Louise Grant and Jane Werner Watson	

III. CONCEPT: Exploration and Colonization -- Factors and Influences which led to the Awareness and Development of a New Nation

MAIN IDEA	ACTIVITIES	RESOURCES	
		STUDENT	TEACHER
1. Other explorers besides Hernan Cortez also had an impact in the western Hispano countries.	1. Other notable Spanish explorers include: A. Ponce de Leon, Governor of Puerto Rico, discovers and names Florida ("La Florida"- the flowering) in 1513. B. Lucas Vasquez Ayllon attempts to colonize the Carolinas in 1526. C. Pedro Menendez de Aviles founds the oldest city in the United States, St. Augustine, in 1565. 2. The Northward Expansion by the Spaniards into the Southwest is basically a search for another Peru, another Mexico, another El Dorado (an Indian legend about a ritual which transforms a chieftan into a golden image).		

III. CONCEPT: Exploration and Colonization--Factors and Influences which led to the Awareness and Development of a New Nation

MAIN IDEA	ACTIVITIES	RESOURCES	
		STUDENT	TEACHER
	3. Mention should be made of the cultural marriage of the Spanish and the Indian. Women were not a part of exploration ventures; therefore, the mixed marriage between the Spanish and Indian gave way to a new nation. 4. Students will develop an exploration map and trace the footsteps of the above mentioned explorers. Students will decipher routes of explorers by means of colored pins with attached flags.		

IV. CONCEPT: Developing Another Nation

MAIN IDEA	ACTIVITIES	RESOURCES	
		STUDENT	TEACHER
1. Many of the Mexican Indian cultures which inhabited Mexico followed pagan rituals as their religious beliefs. The Spanish influence in the western world brought a new religious order and also for many, a new way of life.	1. In order for Spain to maintain control over Indians, they were going to have to "Christianize" them: A. Influence of the church - very successful B. Indians were forced to become Christians (Roman Catholics) It should be emphasized that the Indians were stripped of their religion (worshipping, human sacrifices, etc.) as if their religion was brutal and savage; i.e., the imposition of Spanish "values" on Indians. 2. Read the tale of Juan Diego. 3. Spanish missionaries played an instrumental part in reshaping the new world. A way to dramatize the encounters which mission groups	Mexico, Land of the Plumed Serpent by Clara Louise Grant and Jane Werner Watson	A Mexican-American Source Book with Study Guideline by Feliciano Rivera Minorities: USA by Finkelstein, Sandefer, Wright

IV. CONCEPT: Developing Another Nation

MAIN IDEA	ACTIVITIES	RESOURCES	
		STUDENT	TEACHER
	faced is to simulate a situation involving a Mexican Indian group and Spanish missionaries. Discussion on value systems should be thoroughly processed in the talk-down once the simulation is complete. 4. Outline the expansion from the standpoint of the building of missions. 5. Indians are stripped of their culture. The teacher will stimulate individual and group research regarding aspects of the development of a new nation. The following topics are suggested: A. Aztec schools are destroyed B. Spaniards "book burning" C. The development of the part-Spanish, part-Indian culture.		

IV. CONCEPT: Developing Another Nation

MAIN IDEA	ACTIVITIES	RESOURCES	
		STUDENT	TEACHER
1. The colonization process spread throughout Mexico. To the south as far as Guatamala and to the north as far as what is now California and the greater southwest part of the U.S.	1. Expeditions in Texas, New Mexico: A. Fray Marcos de Niza B. Estevanico C. Coronado's major expedition covers the areas now called Northern Mexico, Oklahoma, Kansas, Nebraska, Wyoming, Colorado, and Arizona D. Unsuccessful attempt to colonize the Rio Grande Valley by Gaspar Antonio de Sosa. E. Colonization of Chamita, near Santa Fe by Don Juan Onate 2. Expeditions into California: A. Juan Rodriguez Cabrillo explored west coast B. Threat of Russian intrusion forces Spain to colonize California C. Juniper C Serra and Jose Galvez organize an expedition into California		

IV. CONCEPT: Developing Another Nation:

MAIN IDEA	ACTIVITIES	RESOURCES	
		STUDENT	TEACHER
	D. San Francisco Bay is discovered E. Missions are established. F. Juan Bantista de Anza - fore-runner of the "49ers." 3. Creation of Modern Mexican Culture: A. The mestizo B. The language C. Religion 4. Students will look up cities in Mexico and identify those names which are still affiliated with the original Indian language. 5. Students will make a comprehensive listing of vocabulary and names of cities which have remained in the American English language as a result of the Spanish influence.		A Mexican-American Source Book with Study Guideline by Feliciano Rivera Filmstrip: "Early California," No. 37, American West Series Film: "La Raza", 12 part series, Dr. Julian Samora

V. CONCEPT: Struggle for Identity and Equality: Western Imperialism--The Southwest as a Part of Mexico

MAIN IDEA	ACTIVITIES	RESOURCES	
		STUDENT	TEACHER
1. Much of what is recognized as the southwest U.S. was once part of northern Mexico. Much controversy has existed regarding the legal ownership of the land and/or the process in which it was secured by the U.S.	1. The motive for the war is the turmoil over Texas. The teacher should emphasize the following: A. The debate over the boundary when U.S. buys Louisiana Purchase in 1803. B. Mexico admits Anglo-Americans into Texas when they assume responsibilities of Mexican Citizenship. C. In 1830, Mexico decrees that no more colonists shall be admitted from the U.S. D. Anglo-Texas rebel to Mexican role. E. Anglo-Texans send Stephen Austin to Mexico to present their case of separation from Mexico. Mexico refuses, jails Austin.		

MAIN IDEA	ACTIVITIES	RESOURCES	
		STUDENT	TEACHER
	F. Anglos keep coming to Texas, disobeying the decree. G. March, 1836, Travis' men are all killed at the Alamo by Santa Anna and his troops. H. Santa Anna later captured by Sam Houston--forced to sign treaty of Vilasco (recognizes Texas' independence). It was never ratified by Mexican Congress, therefore illegal. I. Lone Star Republic is established 2. Provide students with graphic maps - have them identify on the map, using crayons, the area which was Mexico (territories which belonged to Mexico).		A Mexican American Source Book with Study Guideline, Feliciano Rivera

V. CONCEPT: Struggle for Identity and Equality: Western Imperialism--The U.S. Gains Control of Texas

MAIN IDEA	ACTIVITIES	RESOURCES	
		STUDENT	TEACHER
1. The Treaty of Guadalupe Hidalgo is the name of the document which guaranteed Mexican residents with specific inalienable rights. As with other U.S. treaties, the stipulations under the treaty were not kept which caused further controversy between Mexico and the U.S.	1. War continues after Texas is declared a republic. 2. Mexico City surrenders on Sept. 14, 1847. 3. Provisions of Treaty of Guadalupe Hidalgo (detail the rights given to Mexican people in the treaty and how these rights were violated). 4. Create a classroom situation where the writing of a treaty is necessary. Example: The class is split and the students are disagreeing over the control of classroom space. Emphasize that a treaty is an official document recognized by both sides and that it is illegal to violate what is stated in the treaty.		A Mexican-American Source Book with Study Guideline, Feliciano Rivera

V. CONCEPT: Struggle for Identity and Equality: Western Imperialism--U.S. Gains Control of California

MAIN IDEA	ACTIVITIES	RESOURCES	
		STUDENT	TEACHER
1. In 1842, gold is discovered by Francisco Lopez. Land-grabbers and greedy Americans flocked to the west coast in search of the land of milk and honey and personal riches.	For discussion purposes, teachers should note the following sequence of events which led to the U.S. control of California: 1. The Anglos in California "play the Texas game." 2. Rebellion led by Osas (Anglo fur trappers). Captain Fremont - their leader. 3. U.S. troops gain control. 4. Gold Rush A. Francisco Lopez in 1842 discovers gold. B. The rush is on and the Sonorans teach the Anglo-Americans about the panning and milling of gold. C. A conflict arises between Anglo-Americans and Mexican-Americans when the latter are more successful at mining gold.		

V. CONCEPT: Struggle for Identity and Equality: Western Imperialism--U.S. Gains Control of California

MAIN IDEA	ACTIVITIES	RESOURCES	
		STUDENT	TEACHER
	D. Anglo-Americans pass a law - Foreign Miners Tax Law in 1850 to eliminate foreign miners. (Sonorans and other Mexicans, Chileans and Peruvians). The "foreigners" are driven out and it affects seriously the economy of the area -- it is successful in reinforcing the negative attitudes of the Latin-American toward the Anglo-American.		A Mexican-American Source Book with Study Guidelines by Feliciano Rivera

V. CONCEPT: Struggle for Identity and Equality

MAIN IDEA	ACTIVITIES	RESOURCES	
		STUDENT	TEACHER
1. Cesar Chavez is recognized by many as the champion of the migrant worker. As the organizer and spokesperson of the United Farm Workers, Cesar Chavez has attempted to eliminate the exploitation of farm workers by those in agri-business.	1. Discuss the term "migrant" with the children and relate it to several contexts and connotations. 2. Have children read about the migrant situation (resources). 3. Have students outline how the situation of migrants can be improved. Once they have done this, proceed to introduce Cesar Chavez to the class. 4. Have them read a biography of Cesar Chavez (resources). 5. Give Cesar Chavez a place among leaders in the U.S. recognizing his importance.	Cesar Chavez, Ruth Franchere Small Hands, Big Hands: Seven Profiles of Chicano Migrant Workers and Their Families, Sandra Weiner	Chicano Manifesto, Armando Rendon A Documentary History of the Mexican American, Wayne Moquin and Charles Van Doren

V. CONCEPT: Struggle for Identity and Equality: Institutional Racism and Cultural and Linguistic Differences = Society's Disenfranchised, the Spanish-speaking People of the U.S.

MAIN IDEA	ACTIVITIES	RESOURCES	
		STUDENT	TEACHER
1. The Mexican-American is the second largest minority group in the U.S. When considering all Hispanic people, the U.S. is claimed to be the fifth largest Spanish-speaking country in the world. There are many factors involved relative to the Latino and his relatively low status in American society.	1. Focus on the words prejudice and discrimination. 2. Create classroom situations where a student is discriminated against because of a particular color of clothes he's wearing. 3. Proceed to create a situation where only Spanish is spoken. Greet the students in Spanish (if there are Spanish-speaking students in class, carry on with them only.) Be aware of feelings! 4. Ask for reactions of how students felt and write them up on the blackboard. 5. Proceed to explain why Spanish-speaking students have problems when they first enter school.		